

Ayer Elementary

10621666101091

Principal's Name: Stanley Munro

Principal's Signature: *Stanley Munro*

The Fresno Unified School District Board of Education approved this plan on: June 1, 2022

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District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.</p>	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

Centralized Services - No Centralized Services are utilized at this time.

Consolidated Program Assurances

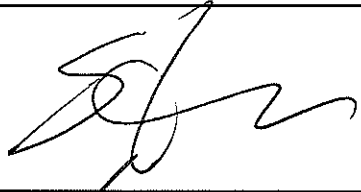
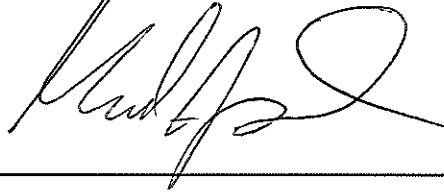
<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.</p>
<p>The school’s SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>The members of the SSC, the school’s English Learners’ Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.</p>
<p>School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.</p>
<p>Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.</p>
<p>Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.</p>
<p>The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.</p>

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Stanley Munro	X				
2. Chairperson - Michael Angel				X	
3. Vice Chairperson- Sharon Bonnema		X			
4. Secretary - Kayanne Jones		X			
5. Jenny Aguirre		X			
6. Dac Member - Alicia Magana				X	
7. Emma Martinez			X		
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input type="checkbox"/> ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Stanley Munro		4/19/2022
SSC Chairperson	Michael Angel		4/19/2022

Additional Documents include the site Parent and Family Engagement Policy, Compact, and the SSC Bylaws

Office of State and Federal Programs
Preliminary School Plan for Student Achievement Allocations

FY 2022/23

Ayer - 0020

ON-SITE ALLOCATION

3010	Title I	\$62,712 *
7090	LCFF Supplemental & Concentration	\$212,686
7091	LCFF for English Learners	\$58,800
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$116,261</u>
TOTAL 2022/23 ON-SITE ALLOCATION		\$450,459

* These are the total funds provided through the Consolidated Application		
* Title I requires a specific investment for Parent Involvement		
	Title I Parent Involvement - Minimum Required	\$2,144
	Remaining Title I funds are at the discretion of the School Site Council	<u>\$60,568</u>
	Total Title I Allocation	\$62,712

Ayer Elementary 2022-2023 - SPSA

Goal 1 - STUDENTS: Improve academic performance at challenging levels.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
i-Ready ELAD2 proficiency - percentage of students on/above	✓		22.79 %	2021-2022	23.89 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		11.48 %	2021-2022	12.58 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Ayer implemented a comprehensive and balanced literacy program centered around word work, writer's workshop, and reader's workshop to promote mastery of literacy skills in grades K-6 to meet grade level state reading, writing, listening and speaking standards. Intervention support was held daily as planned, which includes: iReady, Reflex math, A-Z Reader, RAZ, differentiated instruction by teacher, and independent practice. Certificated Tutor and reading interventionist supported interventions for students in K-3 via pull out. After school tutoring is also available and consistent based on identified students. Teachers were provided supplemental contracts for tutoring. More data collection/reflection needs to occur surrounding ELA improvement, including data disaggregation by target groups and specific student name. Target for this goal has not been met.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

1% of SWD met/exceeded on SBAC compared to 29% overall on ELA assessment. Our students with disabilities are not reading on grade level and need more opportunities to receive scaffolded instruction to engage with complex text, talk, and task. No specific resource inequities were identified, other than addressing utilizing the adopted curriculum with fidelity and continuing to incorporate small groups including guided reading groups.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- Shifted to an MTSS model and utilized over 70% of Ayer teachers to take part in after school tutoring in core content areas. Additional funds were provided for teacher supplemental contracts (30 minutes daily).
- Funds (\$56,000) set aside for professional development with Dr. Doug Fisher (Corwin) could not occur in person due to the pandemic. This impacted the ability of Dr. Fisher to interact with teachers and provide in-the-

moment coaching, observation, and feedback. Funds were shifted from Aims to purchase the PD with Dr. Fisher in support of the needs of the staff and students.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

Ayer Elementary will collaborate with the Sunnyside Regional Accountable Community (SRAC) in 2021-2022 to continue learning on Disruptive Thinking (Beers and Probst) to gain a deeper understanding of disciplinary literacy to improve literacy TK-12 focused on students' ability to cite and support evidence. SRAC learning will complement the site year long comprehensive reading program professional development. A year long comprehensive reading program professional development will begin to support Tier 1 and Tier 2 literacy instruction in every GE and MM classroom. Teachers will explore alignment of assessments for foundational reading skills for all grades through Wonders embedded resources. Second grade will be provided with sub release time for assessment of literacy skills.

Grades 3-6 will continue to focus on models and representations but will monitor progress via iReady, CFAs, FIABs/IABs, and EdCite. Grades K-2 will continue to implement a constructivist approach to math instruction utilizing previously learned strategies alongside the adopted curriculum. Academic coach will work with TK-6 teachers on appropriate instructional strategies and the delivery of instruction based on the learning objective. Ayer will also purchase a certificated tutor to work with K-6 students, but primarily with students in grades 3 through 6 who are reading 3 to 4 grade levels below.

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

SSC provided input on the meeting held on 2.25.22. SSC parents wanted to ensure that all teachers receive the appropriate tools, strategies, and other resources for a successful start of 2022-2023 school year.

2 ELAC:

ELAC provided input in meeting on 3.23.22. Suggestions included that teachers be provided with appropriate materials and tools to support student learning to remediate and ensure on grade level proficiency. Liked the purchase of full time counseling assistant and certificated tutor.

3 Staff:

Staff were consulted on 3.3.21 and 3.9.21 for input.
Ayer Elementary 2021-2022 - SPSA

Action 1

Title: Continuous Improvement in Mathematics

Action Details:

We will support TK-6th grade teachers in the use of models and representations in math (mathematical practice #3).

We will continue implementing math strategies in support of building students understanding of math in grades TK-6 and SPED.

We are committed to providing technology for all students in grades TK-6 and will make the appropriate purchases to support the implementation of tools in math using technology.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Each team in grades TK-6 will be completing analysis of iReady data and Common Formative Assessments (CFAs), CFU's, including FIABs/IABs. Analysis will include samples of student work, student self assessment on levels of efficacy, teacher collected data from the lesson, and a teacher self assessment on their instruction utilizing a rubric based on work of Principles to Action.

Owner(s):

Teachers

Timeline:

Snapshots reported to the Instructional Leadership Team.

Details: Explain the data which will specifically monitor progress toward each indicator target

Primary teachers may utilize an interview protocol for math 3 times over the course of the year and anecdotal records during their small group instruction in math.

Owner(s):

Teachers

Timeline:

K-2 at the beginning of the year, mid year, and end of year for interviews and daily for anecdotal records. Anecdotal records may be analyzed weekly to plan for instruction.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Students will receive math instruction daily as teachers implement their learning on the use of models and representations. Teachers will analyze implementation results, adapt, adopt or abandon based on the results of iReady, Reflex, Edcite, CFU's, and CFA/FIAB data for Tier 1 and Tier 2.

Tier 3 services will be provided by our RSP teacher, aides, and part time certificated tutors, and online using iReady.

Teachers will use a variety of manipulatives including, but not limited to the components provided in the Go Math curriculum. The use of models and representations may include the use of technology in grades K-6.

Materials and supplies include the use of such items as: dryerase, boards, dryerase markers, teaching charts, white boards, graph paper, post it notes, journals, geo boards, etc.

Supplemental Contracts will be used for teachers in grades TK-6 for planning/training in math in order to build their capacity in the delivery of math instruction.

A Resource Lab Aide (.375 FTE) manages core curriculum, supplemental materials and supplies, and helps with extra tasks and assignments as needed.

Teachers to be evaluated will meet with administrators to discuss and review smart goals as they pertain to student progress over the course of the year during for Smart Goal, Formative Evaluation, and Summative Evaluation Conferences.

The academic coach will support teachers and students in their efforts to plan, deliver and learn grade level standards.

Specify enhanced services for EL students:

The use of models and representations includes the use of tools, context, verbal skills and such that support English Language learners as they engage in the curriculum in support of skills in reading, writing, speaking, and listening.

Teachers will utilize Go!Math embedded ELD strategies to support students.

Teachers will identify and track the progress of EL students in the areas of basic facts for mathematics and then develop the appropriate RTI to improve academic performance.

Anchor charts

Specify enhanced services for low-performing student groups:

All students will receive differentiated instruction based on their level of development during the instructional day.

Students in grades TK-6 identified by classroom teachers may receive after school intervention.

Teachers may offer the use of online math resources (e.g. Prodigy, Reflex Math, math braining camp, etc.) as an online resource to support math practice in all classrooms.

A4 Summer Math Camp program encouraged for low-performing students.

Utilize the academic coach to incorporate instructional strategies to support the teachers with low-performing student groups.

Action 2

Title: Comprehensive TK-6 Reading Instruction Program Development

Action Details:

All students in grades K-6 will be provided a daily 45 minute block of instruction for the purpose of intervention during English Language Arts with the use of small groups for the purpose of guided reading and to support designated ELD instruction.

Develop a year-long site professional development program to support teachers' reading Tier 1 and Tier 2 practices for the 2022-2023 school year.

Teacher identified Kindergarten students may receive 30 or more minutes of intervention, two times a week after the regular school day.

Students in grades 1 & 2 will be supported by part-time certificated tutors utilizing Orton-Gillingham.

Students in grades TK-6 will be supported by the classroom teacher in differentiated reading intervention with the use of technology, curriculum embedded resources for Tier 2 and ELD development, SBAC, IAB and FIAB blueprints, Edcite, and iReady Reading.

Ayer Elementary teachers TK-6 will participate in professional development.

Classroom teachers will utilize grade level appropriate reading assessments (i.e. BAS, iReady, SBAC, STAR Reading, Edcite, and Wonders curriculum embedded assessments)

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

All K-2 teachers will use the Wonders embedded reading surveys or assessments, and/or BAS, iReady, etc. to identify students for intervention and monitor student progress and reading levels.

Owner(s):

Teachers, Administration

Timeline:

Beginning of year, mid year and end of year diagnostic will be completed on all students in grades 1-6. Data will be examined throughout the year. Data points include lesson completion and mastery. BAS, STAR Reading, Accelerated Reader, RAZ Kids, and/or Wonders embedded reading assessments may be administered quarterly starting in second quarter in Kindergarten, on a quarterly basis in 1st and 2nd grade, and quarterly for students not on the expected iReady level for students in 3 grade.

Details: Explain the data which will specifically monitor progress toward each indicator target

Orton-Gillingham strategies will be used to monitor progress for those in 1st and 2nd grade.

Owner(s):

Teachers in Grades 1-2, Certificated Tutors, Administration

Timeline:

Wonders reading assessments and/or San Diego, or Wonders Phonics survey will be used for entrance and exit criteria to OG intervention. Certificated Tutors will communicate student progress with the classroom teacher at least once a month.

Details: Explain the data which will specifically monitor progress toward each indicator target

3-6 grade teachers will monitor student progress using Wonders embedded assessment resources and data reports from iReady in the areas of phonics, phonemic awareness, fluency, vocabulary and comprehension.

Owner(s):

Teachers, Administration

Timeline:

Beginning of year, mid year, and end of year diagnostic will be completed on all students in grades K-6. Data will be examined throughout the year. Data points include lesson completion and standards mastery.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Students in intervention grades 1-2 will receive differentiated instruction daily utilizing Orton-Gillingham, Scholastic First, and/or iReady, Wonders embedded resources, and teacher identified research based resources.

Students in grades K - 6 will receive differentiated instruction daily using Wonders embedded resources, iReady, Accelerated Reader, Learning A-Z, Read 180 and other teacher identified research based resources.

Teachers will utilize Wonders curriculum embedded resources and strategies to provide Integrated and Designated instruction for English Learners.

A part-time certificated tutor will support first and second grade students as part of our school wide Response to Intervention program with the use of Orton Gillingham.

A full-time certificated tutor to work on reading skills and strategies focusing on grades 3-6 students who are low-performing, while tracking their performance over time to check for mastery.

Monthly Student Success Team Meetings will be held to support identified students in the area of health, attendance, social/emotional or academics. Subs will be provided for the RSP and GE classroom teacher in order for them to attend the meeting with the parent and admin team as scheduled during the school day.

Monthly IEP meeting days will be scheduled to review and monitor student progress toward goals. Subs will be provided to release GE classroom teacher and other required IEP member.

Teachers will continue to be trained on and utilize CAASPP Interim Assessment Blocks to develop lesson plans, provide students problem of the day, and to assess reading standards progress in grades 3-6.

Teachers to be evaluated will meet with administrators to discuss and review smart goals as they pertain to student progress over the course of the year during for Smart Goal, Formative Evaluation, and Summative Evaluation Conferences.

Xerox Clerk, Academic Coach, and Resource lab para for additional support.

Ricoh Copier, rental/supplies/maintenance/toner will be provided in addition to other materials and supplies as needed in an effort to support the core curriculum.

Specify enhanced services for EL students:

A daily 30 minute block of instruction will be provided to EL students to receive designated ELD instruction by the teacher. Teachers will submit a copy of their class schedule at the beginning of the school year to ensure that designated instruction is occurring schoolwide.

Teachers will utilize ELPAC data to plan for instruction based on assessment results as administered by ELPAC assessors.

Teachers will identify and track the progress of EL students in their reading levels utilizing programs such as F & P, Star Reading, etc. and then develop the appropriate RTI to improve academic performance.

Specify enhanced services for low-performing student groups:

Primary students will receive literacy instruction using Wonders Tier 2 resources and Orton-Gillingham as the intervention curriculum for identified students.

Students will participate in 45 minutes of intervention outside of the core instruction each day.

SPED case managers will collaborate with GE teachers to create more mainstreaming opportunities.

Mild/Moderate Teachers will access and utilize iReady reading with all students to provide a universal screener and differentiated online instruction.

A full time certificated tutor

Purchase of Star Reading & Accelerated Reader

Purchase of A-Z Reader

Purchase of RAZ kids

Action 3

Title: Increase Math SBAC Scores by 5%

[Action Details:](#)

Teachers in their PLC's will incorporate FIAB's to align the standard with the level of rigor expected for mastery.

Reasoning for using this action:	<input type="checkbox"/> Strong Evidence	<input checked="" type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

CFA's
2022/2023 i-Ready diagnostic results to monitor areas needing growth.
FIAB/IABs
EdCite
Exit Tickets
Unit Performance Tasks
Math tasks/products

[Owner\(s\):](#)

Teachers
PLC
ILT
Administration

[Timeline:](#)

Quarterly
Conclusion of each math unit

[Describe Direct Instructional Services to students, including materials and supplies required \(curriculum and instruction\):](#)

District math coach will support new teachers with planning, strategies for delivering instruction, and provide any instructional-related support needed.
District math coach to support grades 3-6 to improve teacher delivery of instruction, student conceptual understanding, and increase SBAC performance.
Vertical articulation (i.e. upper grade meets with lower grade to support SBAC readiness) to support planning and instruction.
i-Ready math: set goals at their level, practice outside of class, school-wide effort to reach goals, standards mastery
Incentives: rallies for reaching their end goal, a large celebration at the end for a final push
Teach early learners navigation tools for online testing (i.e. create poster to show navigation tools)
Incorporate state testing language/vocabulary in the classroom.
Materials/supplies aligned to lesson: chart paper, whiteboard, etc.
Reflex Math to support students with fact fluency.
EdCite
Technology that supports instruction.
District Scope and Sequence ~ Year At A Glance to plan instruction provided through CIPL Mathematics.
Build-in the 8 Standards for Mathematical Practices in teaching: (1) Make sense of problems and persevere in solving them, (2) Reason abstractly and quantitatively, (3) Construct viable arguments and critique the reasoning of others,

(4) Model with mathematics, (5) Use appropriate tools strategically, (6) Attend to precision, (7) Look for and make use of structure, and (8) Look for and express regularity in repeated reasoning.

Focus on IPG - 2A, 2B. (2A) Challenging Content: Does the content of this lesson reflect the shifts required by the CCSS for Mathematics? (2B) Does this lesson employ instructional practices that allow all students to learn the content of the lesson?

Specify enhanced services for EL students:

Front load vocabulary

Consistent use of anchor charts

Print-rich environment

Data that extrapolates student by target group

PLC focused on 4 core questions:

- What do we expect our students to learn (goal)?
- How do we know if they have learned it (common assessment)?
- What happens when they have not mastered key concepts (remedial)?
- What happens when they have mastered key concepts (enrichment)?

Specify enhanced services for low-performing student groups:

A4- after school tutoring program

Small group instruction after gradual release of responsibility

RSP

CT

Instructional coach

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0020 Ayer Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Teacher Subs for SST, 504, No IEPs	10,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Also supports G1A2 and G1A3. Supplemental books, materials and supplies to support instruction, workbooks, supplies for VAPA instruction or activities and music instruction.	8,369.00
G1A1	Sup & Conc	Instruction	Travel			Travel and Conference; also for G1A2 and G1A3	5,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology maintenance	3,000.00
G1A1	Sup & Conc	Other Instructional Resources	CI&Tech-Reg	Paraprof, Resource Lab	0.3750		9,444.00
G1A1	Sup & Conc	Other Instructional Resources	CI&Tech-Ext			Resource Lab Aide Extra Time	2,018.00
G1A1	One-time School	Instruction	Teacher-Supp			Supplemental Contracts for planning	37,140.00
G1A1	One-time School	Instruction	Mat & Supp			Also supports G1A2 and G1A3 (no food/incentives)	13,590.00
G1A1	One-time School	Instruction	Nc-Equipment			Computers/Tablets, technology accessories	9,000.00
G1A1	One-time School	Instruction	Nc-Equipment			: Technology; materials and supplies to support the use of technology for instruction such as printing supplies, projector bulbs, cables, and other. Also supports G1A2 and G1A3.	11,825.00
G1A2	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.4375		39,378.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: Supplemental Materials/Activities: Star Reading, Accelerated Reading, RAZ Learning, online subscriptions, and other reading programs.	11,190.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.6500	Dorie Hamby	82,282.00
G1A2	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	Xerox Clerk	11,498.00
G1A2	Sup & Conc	Instruction	Bks & Ref			: Supplemental Materials/Activities: Star Reading, Accelerated Reading, RAZ Learning, online subscriptions and other reading programs.	11,893.00
G1A2	Sup & Conc	Instruction	Off Eq Lease			Copier Lease; also supports G1A1 and G1A3	8,466.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.3500	Dorie Hamby	44,307.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			Supplemental Contract(s) for ELPAC Assessors	5,171.00
G1A2	LCFF: EL	Instruction	Mat & Supp			: Materials and Supplies; also supports G1A1 and G1A3	5,684.00
G1A2	One-time School	Instruction	Teacher-Subs			Teacher-Subs for planning, Data-talks, SMART goal conferences, and general professional learning. May need to provide supplemental contracts due to no subs. Also supports G1A1, G1A3	32,547.00

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0020 Ayer Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A3	Sup & Conc	Instruction	Mat & Supp			: Also supports G1A1 and G1A2	4,196.00
G1A3	One-time School	Instruction	Mat & Supp			: Also supports G1A1 and G1A2 No Food/Incentives	1,000.00

\$366,998.00

Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓		86.52 %	2021-2022	87.62 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Student-centered real world learning experience - Site Defined
 Students have participated in virtual field trips offered by District Goal 2 office.
 Grades 4-6 teachers are collaborated to provide a virtual career day.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Student-centered real world learning experience - Site Defined
 Access to reliable wifi and technology affected students attendance.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Teachers collaborated to provide a virtual career day in the Spring of 2021 rather than in person.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

The goal will remain the same with added language to ensure that we have representation of diverse genders, races/ethnicities, and industries.

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

SSC provided input in meeting held on 2.25.21. Parents of SSC were in support of the goal and encouraged teachers to ensure that STEM industries and Arts were represented. They also recommend that students take time to interview their teachers and school administrators.

2 ELAC:

ELAC provided input on meeting held on 3.8.21. Parents wanted to ensure that students are receiving opportunities to visit college or university campuses and are learning of different career and technical pathways.

3 Staff:

Staff input was received in meetings on 3.3.21 and 3.9.21. Staff is in agreement with recommendations from SSC as well as supporting the goal for the 2021-2022 school year.

Action 1

Title: Career Day

[Action Details:](#)

A Career Day will be held for fourth-sixth grade students using a conference format that will include key note speakers, business leaders and professions from within the local area that promotes racial/ethnic, gender, and industry diversity.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

We will maintain a list of participants, a schedule, a student survey and student feedback.

[Owner\(s\):](#)

Teachers and administrators

[Timeline:](#)

Pre and Post data will be taken

[Describe Direct Instructional Services to students, including materials and supplies required \(curriculum and instruction\):](#)

Teachers will discuss careers and brainstorm areas of interest prior to the day of the event to increase levels of student engagement.

A continental breakfast will be provided for guest speakers.

A special lunch will be held for students.

Graphics for home-school communication.

Materials and supplies as needed.

[Specify enhanced services for EL students:](#)

Careers that include the need for bilingualism will be highlighted.

Students will practice listening, speaking, and writing skills during presentations.

[Specify enhanced services for low-performing student groups:](#)

Students will be exposed to career fields that are unfamiliar in an effort to create interest around the skills and education needed to develop areas of interest.

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0020 Ayer Elementary (Locked)

G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Mat & Supp			: Career Day: continental breakfast, special lunch for students, graphics for home-school communication, and other materials and supplies.	1,000.00

\$1,000.00

Goal 3 - STUDENTS: Increase student engagement in their school and community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		50.78 %	2021-2022	50.18 %
Suspension Rate - Semester 1	✓		1.98 %	2021-2022	1.65 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Chronic Absenteeism

Homeschool liaison, CWA representative, teachers, and administration collaborated through weekly messaging via phone calls, Class Dojo, school messenger, and AyerBears.org to communicate expectations and follow up with students with chronic absenteeism. Teachers developed practices to welcome and engage students in online learning. Students with chronic absenteeism and/or who are overseen by ProjectACCESS were invited to one of two small cohorts of up to 10 students in each for online connectivity on campus. Students/parents were provided with tech support for use of ClassDojo, Zoom, and other district apps in person at Ayer or via phone. Students/parents were also referred to the FLATS centers for technology support.

Suspensions students with 1 or more

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Chronic Absenteeism

Consistent data collection is needed for specific subgroups

Identify specific truant students and set goals for those students and subgroups

Include attendance in the IEP goal

All 4 Youth Referral for students with 2 or more suspensions

Create Behavioral Support Plan for students with 5 referrals or multiple suspensions

Ensure that SPED students with behaviors have a Behavior Intervention Plan

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Climate and Culture team refocused efforts in the development of the Mission, Vision, Values, and Goals as well as the Guidelines for Success for Ayer. The climate culture team met every Friday for one hour. MMVG and Guidelines for success presented to staff for approval for 2021-2022 school year implementation.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

Climate and Culture team will continue to support PLCs and teachers in implementing relationship building strategies through classroom meetings, small groups, or one on one interactions. The CCT will meet for two hours every two weeks to monitor school wide data, officer referrals, implementation of the MMVG and Guidelines for success. Planning days will be allocated to support addressing problem of practice. Part time Resource Counseling assistant and RP counselor will be utilized to support students in one on one or small group settings to improve attendance, reduce office disciplinary referrals, and support teachers as needed.

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

SSC provided input in the meeting on 2.25.21. SSC Parents shared they would like the Career Day to continue and to ensure that there is diversity in representation for gender, race/ethnicity, and industry while ensuring STEM, Arts, and education fields are represented.

2 ELAC:

ELAC provided input in meeting on 3.8.21. Parents requested that they are informed of all of the athletic and co-curricular activities offered to students and how students can access them so that they can help motivate their children to participate.

3 Staff:

Staff provided input on meetings held on 3.3.21 and 3.9.21.

Action 1

Title: Student Engagement - Local Improvement Team

[Action Details:](#)

The CCT/LIT's theory of change is that if teachers cultivate improved relationships with students, students will feel cared for and develop a sense of belonging which in turn will increase their engagement in the classrooms and reduce misbehavior referrals. Teachers will utilize Culturally Responsive Teaching framework and strategies as outlined in Ready For Rigor (Z. Hammond) and Culturally Proficient Instruction (Lindsey, Robins, Lindsey). Campus Culture Team and Instructional Leadership Team will collaborate to analyze CFA, Interim and Survey data on an on-going basis and problem solve problems to address student needs.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Disaggregated quantitative data (Office Discipline Referral Counts, In class interventions) and qualitative data (Office Discipline Referral narratives) cycles will be used to monitor the impact of the implementations. The data will be based on the predictions defined by the teachers and the data collected and analyzed.

Owner(s):

CCT

Timeline:

The CCT team will meet monthly to consolidate the data of PDSA cycles.

Details: Explain the data which will specifically monitor progress toward each indicator target

Climate and Culture Surveys

Owner(s):

Students, Teachers, Parents

Timeline:

The CCT will analyze data in the fall, winter, and spring.

Details: Explain the data which will specifically monitor progress toward each indicator target

Use of Second Step, Olweus Bullying Prevention Program, and teacher identified SEL resources to teach SEL skills to students during daily class meetings.

Owner(s):

Teachers, CCT

Timeline:

Quarterly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

The LIT will utilize the principles of improvement science and the Ready for Rigor Framework of Culturally Responsive Teaching (Hammond) and Culturally Proficient Instruction (Lindsey, Nuri-Robbins, Lindsey, Terrell). Team members will be paid on a supplemental contract for their participation.

Teachers and students will engage in a relationship building strategy as identified by the Climate and Culture Team and PLC.

Through the coordination of the CCT, ILT, and LIT the student referral form was revised to include an Applied Behavior Analysis ABC form to identify the function of student challenging behavior. Teachers identify the function of behavior and teach replacement behavior. CCT to analyze quarterly referrals.

CCT provides learning opportunities to implement Applied Behavior Analysis ABC, Level 2 Behavior Monitoring, and Level 3 Incident Form for review and to support new teachers (How to do it, What to do with it).

At the beginning of the year, and with support from admin, teachers, and CCT, to provide staff and students PL opportunities with referral process.

SEL training for teachers throughout the year provided from Climate & Culture.

The Resource Counseling Assistant will support students as needed in the classroom and during recesses and lunch to support student social emotional learning skills.

Engage Restorative Practices (RP) counselor to provide support to students, teachers and administrators in whole class, small group and individual student or staff settings while ensuring consistency in the restorative process and monitoring of use with disproportionately suspended students or students referred to office discipline.

Continue Peer Mediation/Peacemaking Program with 4-6 grade students to provide conflict resolution/student-student repairs to help reduce behavior/discipline incidents.

Assembly to set expectations at the beginning of the year. Assembly to revisit expectations in second semester.

Level 2 Behavior Monitoring Tool (self-reflection tool)

Behavior Matrix (PBIS) - quarterly events as incentives to promote and encourage positive behavior, Ayer Bear tickets to redeem in the student store

Graphics for home-school communication as needed.

Materials and supplies as needed.

Specify enhanced services for EL students:

Based on survey and student input, an effort will be made to support students in the development of social skills and how to make new friends.

Specify enhanced services for low-performing student groups:

Staff members will engage in a PLC identified protocol focused on building relationships with students in an effort to support their academic and social-emotional learning skills. Based on feedback from students we will utilize a new Buddy Bench and introduce how to develop student social skills in the area of developing friendships on campus. Implement a Peace Path for students in primary and upper grades to regulate their emotions and to help students solve problems.

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0020 Ayer Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000		63,720.00
G3A1	One-time School	Instruction	Cons Svc/Oth			ProScreen : Signage for Climate & Culture, Graphics	10,159.00

\$73,879.00

Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓		75.56 %	2021-2022	76.66 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Staff Goal - Site Defined
 Not applicable for 2020-2021 school year SPSA and budget.
 Staff Survey – Overall Positive in Belonging Domain
 No SPSA and Budget goals made for 2020-2021 school year. However, there was an increase to 91% favorable responses in the 2021 Staff Belonging Spring Survey from 83% favorable responses in the 2020 Staff Belonging Spring Survey.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Staff Goal - Site Defined
 Not applicable for 2020-2021 school year SPSA and budget.
 Staff Survey – Overall Positive in Belonging Domain
 There is a need to ensure that we hire and retain a teaching staff that reflects the community we serve and in particular for our African American and Hmong members. Ayer Elementary has 12.6% (95/755) African American students enrolled and 15% (113/755) Hmong students enrolled for 2020-2021 school year. The teaching staff is made up of 8% (3/37) African American teachers and 14% (5/37) Hmong teachers.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Not applicable for 2020-2021 school year SPSA and budget.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

Teachers will engage in relationship building during PLCs, staff meetings, and professional development to develop their understanding of one another, orient new staff, and develop their culturally proficient skills. Strategies and efforts will be documented in PLC notes and agendas.
 Administrators will be intentional in recruiting teachers and other staff from various backgrounds to interview for open positions.

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

School Site Council parents stated that they want to ensure teachers are supported and provided the tools and resources to be successful in the classroom during 2.25.21 meeting.

2 ELAC:

ELAC provided input in meeting on 3.8.21. Recommendations of ensuring that Spanish speaking and Hmong speaking employees are hired as well as considering of starting or expanding multicultural events and celebrations like Hmong New Year, Hispanic Heritage Month, and Black History Month.

3 Staff:

Lead teachers shared with SPSA writing team that teachers feel more connected when they have time to develop an interpersonal relationship with their teaching peers. A few teachers shared that their relationship with other teachers is the reason they have stayed at the school site.

Action 1

Title: Developing Interpersonal Professional Relationships in PLCs

Action Details:

Increase cross grade level collaboration.

Ensure a minimum of 5-10 minutes of connection-before-content activities and structures during staff meetings, site professional learning, and PLC meetings for the purpose of developing interpersonal relationships and cultural proficiency among staff with strategies and resources from Culturally Proficient Instruction (Nuri-Robbins, Lindsey, Lindsey, Terrell), Learning by Doing (DuFour, DuFour, Eaker, Many, Mattos), and from the FUSD DEI Framework.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Staff Climate and Culture Survey

Owner(s):

Teachers and Staff (complete), Climate and Culture Team

Timeline:

Fall and Spring Survey

Details: Explain the data which will specifically monitor progress toward each indicator target

AC/PLC meeting notes

Owner(s):

Teachers

Timeline:

Weekly

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

- **Student Academics:** Teachers develop professional connections with one another, feel supported, and receive support in instructional practices in the PLC, cross grade level collaboration on site, time to plan and implement new learning in the classroom as part of PL time and include time to share-out experiences with teachers.
- **Student Centered and Real-World Learning:** Teacher PLCs model the development of professional norms and develop a respect for diversity in the workforce
- **Student Engagement:** Teachers that feel supported are more willing to learn and apply strategies such as connection before content

Specify Professional Development or Staff Services to support EL students:

Specify Professional Development or Staff Services to support low-performing student groups:

Connection before content allows for students to practice speaking and listening skills with peers. Students practice adapting their linguistic register for the audience.

Teachers will utilize their professional connections with one another to develop their SEL strategies and academic culturally proficient instructional practices to support African American students and students with disabilities.

Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students' education.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓		87.89 %	2021-2022	88.99 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Family Goal - Site Defined
 Ayer ensured that School Site Council and ELAC convened virtually during distance learning.
 Parent Survey - Respected and welcomed
 Family Spring Survey for Sense of Belonging has maintained at 96% for 2021 from 2020.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Family Goal - Site Defined
 Access to reliable wifi and adequate technology hindered participation.
 Parent Survey - Respected and welcomed
 Lack of in person activities may have hindered participation. Parents were surveyed for best times to access important meetings as well the most accessible video conferencing platform.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Efforts focused on improving communication with parents via school website AyerBears.org, ClassDojo, and use of school messenger.
 Teachers carried out virtual Parent Teacher conferences. Teachers established office hours for parents to communicate with teachers on how to support their students during distance learning.
 School site carried out virtual academic awards ceremonies every quarter and Character Counts recognition ceremonies every six weeks.
 Administrators held Parent Coffee Hours via Zoom the last Friday of every academic month to connect with parents, provide information, and field questions.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

Implementation of the new Ayer ES website as well as the new S'more newsletter to improve and expand communication efforts.

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

SSC provided input during 2.25.21 meeting. SSC parents expressed that many parents would prefer that events happen concurrently to reduce the number of evenings/days that parents have to take from work in order to participate. Parents recommended that we include STEM and Art activities produced by students and presented by students during school events like Open House, Carnival, or performance dates.

2 ELAC:

ELAC provided input in the meeting held on 3.8.21. Parents suggested that parent meetings continue to have an online access component even if in person as this allows for working parents and parents with multiple children at home during the day to participate.

3 Staff:

Staff provided input on 3.3.21 and 3.9.21.

Action 1

Title: Parent Engagement

Action Details:

Providing alternatives during Back to School Night, Open House (i.e. video, PowerPoint, a letter, etc.)

Back to School Night presentations will include how to access ATLAS, accessing classroom communication platforms, accessing Clever, classroom academic expectations, and classroom behavioral expectations.

Open House Night will coincide with another event to increase parent participation.

Provide parents with Parent Nights with focus on learning strategies in reading and math with support from classroom teachers, instructional coach, and FUSD resources.

Training for English Language Learners parents on ELD Proficiency Level continuum, Re-designation criteria, RFEP monitoring, ELPAC, and Seal of Biliteracy through Parent University and ELAC.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Attendance of parents during Back to School Night and Open House

Owner(s):

Teachers

Timeline:

Submitted attendance to administration by the end of the school week

Details: Explain the data which will specifically monitor progress toward each indicator target

Complete a parent survey of experience and recommendations

Owner(s):

Climate Culture Team

Timeline:

Completed within one week of the event date

Details: Explain the data which will specifically monitor progress toward each indicator target

Parent Climate and Culture Survey

Owner(s):

Parents

Timeline:

Fall and Spring

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

- **Student Academics:** Increasing parent knowledge of the tasks and rigor of in class instruction.
- **Student Centered and Real-World Learning:** Providing parents with a reading and math strategy that is applicable in real life.
- **Student Engagement:** Increasing parent understanding of classroom learning and motivation of student learning.

Specify Direct Service and Opportunities for parents and families to support EL students:

Reading strategies taught to parents will support EL students' develop in reading and writing.

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

African American students and students with special needs are supported with learning strategies.

Reading and math strategies will support their at-home learning in support of classroom instruction.

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0020 Ayer Elementary (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			For parent involvement supplies: papers, postage, books, child care, supplies for parents for parent/teacher conf., ELAC, SSC or other events (no food/incentives)	2,144.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Involvement: papers, postage, books, child care, supplies for parents for parent/teacher conf., ELAC, SSC or other events (no food/incentives)	1,000.00
G5A1	Sup & Conc	Parent Participation	Direct-Graph			Graphics orders; also G3A1	800.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Ext			Home School Liaison Extra Time	1,675.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Translating	1,963.00
G5A1	One-time School	Instruction	Direct-Graph			Graphics; also G3A1	1,000.00

\$8,582.00

2022-2023 Budget for SPSA/School Site Council

State/Federal Dept 0020 Ayer Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Teacher Subs for SST, 504, No IEPs	10,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Also supports G1A2 and G1A3. Supplemental books, materials and supplies to support instruction, workbooks, supplies for VAPA instruction or activities and music instruction.	8,369.00
G1A1	Sup & Conc	Instruction	Travel			Travel and Conference; also for G1A2 and G1A3	5,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology maintenance	3,000.00
G1A1	Sup & Conc	Other Instructional Resources	Cl&Tech-Reg	Paraprof, Resource Lab	0.3750		9,444.00
G1A1	Sup & Conc	Other Instructional Resources	Cl&Tech-Ext			Resource Lab Aide Extra Time	2,018.00
G1A1	One-time School	Instruction	Teacher-Supp			Supplemental Contracts for planning	37,140.00
G1A1	One-time School	Instruction	Mat & Supp			Also supports G1A2 and G1A3 (no food/incentives)	13,590.00
G1A1	One-time School	Instruction	Nc-Equipment			Computers/Tablets, technology accessories	9,000.00
G1A1	One-time School	Instruction	Nc-Equipment			: Technology; materials and supplies to support the use of technology for instruction such as printing supplies, projector bulbs, cables, and other. Also supports G1A2 and G1A3.	11,825.00
G1A2	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.4375		39,378.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: Supplemental Materials/Activities: Star Reading, Accelerated Reading, RAZ Learning, online subscriptions, and other reading programs.	11,190.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.6500	Dorie Hamby	82,282.00
G1A2	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	Xerox Clerk	11,498.00
G1A2	Sup & Conc	Instruction	Bks & Ref			: Supplemental Materials/Activities: Star Reading, Accelerated Reading, RAZ Learning, online subscriptions and other reading programs.	11,893.00
G1A2	Sup & Conc	Instruction	Off Eq Lease			Copier Lease; also supports G1A1 and G1A3	8,466.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.3500	Dorie Hamby	44,307.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			Supplemental Contract(s) for ELPAC Assessors	5,171.00
G1A2	LCFF: EL	Instruction	Mat & Supp			: Materials and Supplies; also supports G1A1 and G1A3	5,684.00
G1A2	One-time School	Instruction	Teacher-Subs			Teacher-Subs for planning, Data-talks, SMART goal conferences, and general professional learning. May need to provide supplemental contracts due to no subs. Also supports G1A1, G1A3	32,547.00
G1A3	Sup & Conc	Instruction	Mat & Supp			: Also supports G1A1 and G1A2	4,196.00
G1A3	One-time School	Instruction	Mat & Supp			: Also supports G1A1 and G1A2 No Food/Incentives	1,000.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Career Day: continental breakfast, special lunch for students, graphics for home-school communication, and other materials and supplies.	1,000.00
G3A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrcr Cnslg	1.0000		63,720.00
G3A1	One-time School	Instruction	Cons Svc/Oth			ProScreen : Signage for Climate & Culture, Graphics	10,159.00

G5A1	Title 1 Basic	Parent Participation	Mat & Supp	For parent involvement supplies: papers, postage, books, child care, supplies for parents for parent/teacher conf., ELAC, SSC or other events (no food/incentives)	2,144.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp	Parent Involvement: papers, postage, books, child care, supplies for parents for parent/teacher conf., ELAC, SSC or other events (no food/incentives)	1,000.00
G5A1	Sup & Conc	Parent Participation	Direct-Graph	Graphics orders; also G3A1	800.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Ext	Home School Liaison Extra Time	1,675.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp	Translating	1,963.00
G5A1	One-time School	Instruction	Direct-Graph	Graphics; also G3A1	1,000.00
					\$450,459.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$62,712.00
Sup & Conc	7090	\$212,686.00
LCFF: EL	7091	\$58,800.00
One-time School	7099	\$116,261.00
Grand Total		\$450,459.00

Goal Totals	Budget Totals	
G1 - Improve academic performance at challenging levels	\$366,998.00	
G2 - Expand student-centered and real-world learning experiences	\$1,000.00	
G3 - Increase student engagement in their school and community	\$73,879.00	
G5 - Increase inclusive opportunities for families to engage in their students' education	\$8,582.00	
Grand Total		\$450,459.00